

Content Area	Grade: Seventh
Language Arts <div data-bbox="184 594 342 808" data-label="Image"> </div> <div data-bbox="394 589 623 808" data-label="Image"> </div> <div data-bbox="676 609 928 808" data-label="Image"> </div>	R14 The Seven Cs of Learning <div data-bbox="1285 571 1730 847" data-label="Diagram"> </div>
Unit Titles	Length of Unit
<ul style="list-style-type: none"> <i>Building a Community of Readers and Writers</i> 	2-3 weeks
<ul style="list-style-type: none"> <i>Realistic Fiction: Reading and Writing Boot Camp (Character-based interpretation and Close Analytical Reading Strategies)</i> 	6-8 weeks
<ul style="list-style-type: none"> <i>Deep "See" Thinking: Critically Thinking and Writing About Our Books</i> 	6-8 weeks
<ul style="list-style-type: none"> <i>Persuade! Prove! Publish!: Research-Based Essays (Argument)</i> 	6-8 weeks
<ul style="list-style-type: none"> <i>Reflection on Our Year / Planning for Future Literacy</i> 	2-3 weeks



Strands	Seventh Grade Level Expectations
Reading	<ul style="list-style-type: none"> • Readers cite several pieces of text evidence from a text to support a variety of responses within, beyond and about the text. • Readers know that deep reading requires self-monitoring, questioning and self-assessment. • Lifelong readers understand how to select, develop a purpose and relate to self-selected texts. • Readers can automatically solve multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes • Readers can cite text evidence that most strongly supports analyses of what texts say explicitly, as well as inferences drawn from texts. • Readers read and comprehend texts in the grades 7-8 text complexity range with scaffolding as needed at the high end of the range.
Writing	<ul style="list-style-type: none"> • Writers can flexibly compose pieces in literary genres for intended audiences and purposes with strong ideas, organization, and voice. • Writers use ideas and support for ideas are organized for a variety of audiences and purposes. • Writers use a variety of stylistic and descriptive details for a variety of audiences and purposes. • Writers edit writing for grammar, usage, mechanics, and clarity to create for a well-written piece.
Speaking and Listening	<ul style="list-style-type: none"> • Literacy learners possess communication skills and interviewing skills that enable a process to gather information to develop and present ideas in a variety of ways. • Speakers employ a variety of ways to gather information through dialogue in large and small groups. • Speakers use a variety of responding strategies helps clarify message and meaning.
Language and Research	<ul style="list-style-type: none"> • Researchers start with gathering information from a variety of sources and present information in a logical way that is aligned to purpose. • Researchers know that strong reasoning relies on supporting evidence. • Students acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering words or phrases important to comprehension or expression.

Unit Title	Building a Community of Readers and Writers	Length of Unit	2-3 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does a community of readers and writers engage big ideas in conversation? • How can I live a fuller life by being a truly independent reader and writer? • What does it mean to be a life-long independent reader and writer? • How can using expert strategies, using appropriate books, and committing to a literary life increase my knowledge, power, creativity, and worldly awareness? • What qualities of grit and belief will help me with this work? • How does literacy help people to actively participate in the world? • How does the way we interact with others regarding text influence what and how we read? 		
Unit Strands & Standards	A Literary Community, Analyzing Story Elements, Author's Message, Narrative Writing <u>Reading:</u> RL 7.1, RL7.2, RL7.3, RL7.10 <u>Writing:</u> W7.3, W7.4, W7.5 <u>Speaking and Listening:</u> SL7.1, SL7.6 <u>Language:</u> L7.1, L7.3, L7.6		
Concepts	<u>Reading:</u> Theme, text development, summarization, Analyze story elements <u>Writing:</u> Narrative Writing, Specific writing purpose, revision <u>Speaking and Listening:</u> collaborative conversation, question, communicate <u>Language:</u> capitalization, punctuation, spelling, usage		
Key Vocabulary	theme, elements of literature, text structure genre, analyze, citation infer, reflect artifact, generate, work ethic, stamina, independent, habit		

Unit Title	Building a Community of Readers and Writers	Length of Unit	2-3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • that theme is multifaceted • how to select a “just right” book • how to use artifacts (like reading logs) to investigate reading interests, habits and patterns to analyze reading progress over time • why readers and writers set goals • strategies for generating story ideas • that refining story ideas can be done by listing a character’s traits, motivations and obstacles. 	<ul style="list-style-type: none"> • critically think, within, beyond and about a text. • track and analyze their reading habits in order to understand themselves as readers and improve their reading. • selectively summarizes important elements of a text. • searches and justifies predictions to confirm or disconfirm thinking. • use strategies for building vocabulary. • gather information from factual texts. • elaborate on the benefits of reading and writing for my future and present happiness, power, and success. • select a “just right” book to ensure growth. • use longer written responses (reflection, journal entry, etc.) to reflect on and analyze text. • revise and edit writing independently and collaboratively (end punctuation, spelling consciousness, interrupters). • demonstrate flexible ways to solve unfamiliar words (word parts, origins, etc.)

Assessments:	On Demand Writing Piece (Rubric Scored) Spelling Inventory Pre/post reading and writing survey/reflection
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Unit Implementation Guide</i> ❖ <i>Units of Study in Argument, Information, and Narrative Writing Middle School Series, Grades 6-8 by Lucy Calkins (Throughout the year)</i>

Unit Title	Realistic Fiction: Reading and Writing Boot Camp Character-based Interpretation, and Close Analytical Reading Strategies	Length of Unit	6-8 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can I think about characters not only as multidimensional people, but also as representing ideas? • How can I compare and contrast characters across books, and come to think in more complex ways about how authors develop characters? • How do writers get ideas for writing stories and how does paying close attention to the small moments in our lives inform story writing? • How can I create authentic characters and plotlines for stories using mentor texts? • How do writers come up with ideas for meaningful stories? • How do writers develop believable characters? • How do writers use tools and resources to shape a story? • How do readers get to know the characters in our books and across series? • How do readers become skilled at participating in-group discussions? • How can discussing books help get deeper meaning from what we read to see the world differently? 		
Unit Strands and Standards	Analysis of character, Theme development, Elements of Story <u>Reading:</u> RL 7.1 RL7.2, RL7.3, RL7.6 RL 7.9 <u>Writing:</u> W7.3, W7.3a, W7.3c, W7.4 W7.5 <u>Speaking and Listening:</u> SL7.1, SL7.1c SL 7.6 <u>Language:</u> L 7.1, L7.2, L7.4		
Concepts	<u>Reading:</u> Close analytical reading, Compare and contrast, Elements of story <u>Writing:</u> Plot, Revision, Authentic, Engaging, Process <u>Speaking and Listening:</u> Collaborative discussion <u>Language:</u> Reader's and writer's tools, Revision		
Key Vocabulary	cite, diverse, symbolism, determine, character traits, motivations, obstacles, story arc, point of view, inference/infer, synthesize, perspective		

Unit Title	Realistic Fiction: Reading and Writing Boot Camp Character-based Interpretation, and Close Analytical Reading Strategies	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • How to engage in collaborative discussions about their books and series. • How to plan stories in a variety of ways using story arcs. • How to self assess their writing. • Meaningful stories come from everyday moments in their lives. • Characters struggles and motivations mirror real life. • Dialogue, action and setting help to bring clarity to their story. • Story endings bring home the story's meaning. 	<ul style="list-style-type: none"> • make inferences about characters in order to synthesize who a character is and analyze how and why they change over time • use a variety of strategies to write more realistic scenes • develop a character by writing about them in an everyday scene • narrow idea for a story by listing a character's traits and motivations • take writing through the writing process • independently and collaboratively edit, revise, publish and share (complete sentences and fragments, using comma with opening element, revise for purpose and audience, subject verb agreement, interrupters, dialogue punctuation) • use knowledge of prefixes and suffixes to read and understand new and familiar words.

Assessments:	Performance Task: Literary Analysis Task
Teacher Resources:	❖ <i>Unit Implementation Guide</i>

Unit Title	Deep “See” Thinking: Critically Thinking and Writing About Our Books	Length of Unit	6-8 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How do I intensify my engagement with reading and writing and extend my ideas about books I love? • What is nonfiction and how do we prepare to read it? • How do readers comprehend and learn from nonfiction text? • How do readers use the structure of nonfiction text to comprehend the central ideas? • How does discussing nonfiction text help us to comprehend and respond to what we are reading? • How does the structure of the text help me to comprehend what I am reading? • How can I use writing about my reading to truly understand what I am reading? 		
Unit Strands and Standards	Engagement, Growing ideas, Interpretation, Text structure, Writing about Reading, Literary analysis, Figurative Language <u>Reading:</u> RL7.4, RL7.5, <u>Writing:</u> W7.2, W7.4, W7.5, <u>Speaking and Listening:</u> SL7.1, SL7.3, SL7.4 <u>Language:</u> L7.3, L7.4, L7.5		
Concepts	<u>Reading:</u> Central idea, Reading closely, Text structure, Author’s craft <u>Writing:</u> Peer feedback, Self-assessment, Cite evidence <u>Speaking and Listening:</u> Clarifying questions, Organizing information for discussion <u>Language:</u> Forms of figurative language, literary language		
Key Vocabulary	interpretation, analyze, literal and figurative language, simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia, central idea / theme, evidence		

Unit Title	Deep “See” Thinking: Critically Thinking and Writing About Our Books	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • how readers develop a deeper understanding and interpretation of text. • and be able to understand figurative and literal language • and be able to analyze the form and structure of a poem or drama to make meaning from the text. • ways to record and compare thinking over longer texts. 	<ul style="list-style-type: none"> • define and distinguish between literal language (it means exactly what it says) and figurative language (something that you say is not exactly what you mean) • identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia). • demonstrates new learning from texts. • expresses changes in ideas or perspectives. • notice aspects of genres and writer’s craft. • use revising and editing skills to lift the level of writing (capitalization, apostrophe, pronouns and antecedents, commas in series and with closing elements, plural subject-verb agreement) • construct summaries that are concise and reflective of the important overarching ideas in the text. • use Greek and Latin root words and origins to understand meaning of words. • infer cause and effect by reading about characters and events.

Assessments:	Performance Task: Students will read closely in order to extend ideas and deepen literary analysis of a text.
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Newsela.com</i> ❖ <i>Unit Implementation Guide</i> ❖ <i>Writing About Reading: From Reader’s Notebooks to Companion Books (Teacher’s College)</i>

Unit Title	Persuade! Prove! Publish! Research-Based Essays (Argument)	Length of Unit	6-8 weeks
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> • How can we read to see many possible sides to a topic both within and across texts, recognizing that many compelling issues have more than one side, and that we can gather information about an issue paying attention to these multiple perspectives? • How can we analyze texts to recognize arguments and counter-arguments on a topic, noticing how different authors take up and refute claims and counter-claims, and how those authors use information to support their particular perspective on a topic? 		
Unit Strands and Standards	Evaluating evidence, Powerful arguments, Language of Debate, Writing to Think <u>Reading:</u> RI7.1, RI7.6, RI7.8, RI7.9 <u>Writing:</u> W7.1, W7.4, W7.5, W7.7 <u>Speaking and Listening:</u> SL7.1, SL7.3, SL7.4 <u>Language:</u> L7.2, L7.3, L7.6		
Concepts	<u>Reading:</u> research and note-taking, claims, counterclaims, how to refute synthesizing, faulty logic, <u>Writing:</u> write to a deadline, writing- lean (efficient and incisive), Independent engaged writers <u>Speaking and Listening:</u> Collaborating for feedback, responding in turn, listening for claims <u>Language:</u> Consulting general and specific references, Interpret figures of speech, recognize and using tone in argument		
Key Vocabulary	argument, opinion, debate, evaluate, evidence, counterclaim, rebuttal, formal tone, audience, craft, cite, synthesize.		

Unit Title	Persuade! Prove! Publish! Research-Based Essays (Argument)	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> that there are many perspectives on any one topic. strategies to establish and support positions. a process to compose more focused and nuanced arguments. the value of taking opportunities to take a stand. 	<ul style="list-style-type: none"> use evidence to form and build an opinion as a reader and a writer. take a stand with a rationale for the position. debate to test and strengthen a position. credit sources when writing an essay. analyze and evaluate relevant evidence. reread closely and analytically with a researcher's stance. use counterclaims and rebuttals in their arguments. use literary devices in argument writing. when and how to maintain a formal tone use revising and editing skills to prepare for a broader audience (comparative and superlative adjectives, linking and auxiliary verbs, indefinite pronouns, colons and semicolons, using root words when spelling, using captions).

Assessments:	Performance Task: Position Paper. Taking a Stance (Rubric)
Teacher Resources:	<ul style="list-style-type: none"> ❖ Newsela.com ❖ <i>Unit Implementation Guide</i> ❖ <i>The Art of Argument: Research-Based Essays (Teacher's College)</i>

Unit Title	<i>Reflection on Our Year / Planning for Future Literacy</i>	Length of Unit	2-3 weeks
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How have I developed as a reader and writer this year? • How do I determine and evaluate the quality of my work? • What determining factors should I use to choose work from my portfolio to publish? • How does a reader and writer assess their progress across a year and use it to plan for the future? 		
Unit Strands and Standards	Reviewing Goals as a Reader and Writer, Self Evaluation Strategies for Reading and Writing, Selecting Texts for Different Types of Reading (Purpose), <u>Reading:</u> RI7.1, RI7.2, RI7.6, RI7.8, RI 7.9, RL 7.10, RI 7.10 <u>Writing:</u> W7.1, W7.2, W7.4, W7.7, <u>Speaking and Listening:</u> SL7.2, SL7.3, SI7.4 <u>Language:</u> L7.1, L7.3, L7.4		
Concepts	<u>Reading:</u> collaboration, critique, synthesis, marking progress <u>Writing:</u> reflection, construct, planning, noting, marking progress, <u>Speaking and Listening:</u> reflection, group discussions <u>Language:</u> academic language,		
Key Vocabulary	collaboration, multimedia, reflection, reflection, evaluation, critique, portfolio, publish, literary, qualities, planning strategies, feedback		

Unit Title	<i>Reflection on Our Year / Planning for Future Literacy</i>	Length of Unit	2-3 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • strengths as a reader, writer, listener and speaker. • why it is important to reflect, on the progress made as a reader and writer. • readers and writers plan their work for summers and for the next level of work. • ways to get and give feedback to others regarding reading, writing, strengths and areas of future focus. 	<ul style="list-style-type: none"> • engage in reflective practice regarding their literary lives. • internalize life-long reading and writing practices. • construct a plan for summer reading and writing. • collaborate on reflection in regards to reading and writing growth. • determine enduring texts and messages across the year. • share big understandings learned across the year. • use editing and revising skills to compose more sophisticated writing (sentence fluency and variety, colons and semicolons, sequence, possessive pronouns, infinitives, prefixes and suffixes). • automatically solves multi-syllable words using vowel patterns, phonogram patterns, prefixes and suffixes.

Assessments:	Performance Task: Literary Anthology (Theme based) Conferring, Reader's Notebooks, and Small Group Conversations
Teacher Resources:	<ul style="list-style-type: none"> ❖ Open text book project Utah uen.org ❖ Web based publication tool (i.e. lulu.com)